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ABSTRACT

This report of a study of the state of networking in school library media programs nationwide and the role of such programs in the National Program for Libraries and Information Services covers the rationale for inclusion of these programs in library networks, contributions of such programs to a national program, the benefits to the users of participating in networks, and problems and recommendations regarding participation in networks by these programs. This study was carried out by the Task Force on the Role of the School Library Media Program, appointed by the National Commission on Libraries and Information Science (NCLIS) with assistance from the American Association of School Librarians (AASL). The task force was assisted in its work by two papers prepared for use by its members--"School Media Programs and Networking: A Position Paper" by Mary Frances K. Johnson and Theodore Hines, and "Networking and School Library Media Centers: A Position Paper" by David V. Loertscher. Additional evidence was gathered at five open meetings attended by members of the profession, as well as by representatives of publishing companies, book distributors, cataloging services, the library press, and professional associations. Appendices include a list of task force members, examples of existing networks, and definitions. A bibliography is also provided. (JEG)

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THE ROLE OF THE

SCHOOL LIBRARY MEDIA PROGRAM IN NETWORKING

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FOREWORD

The National Commission on Libraries and Information Science, in its long-range program "Toward a National Program for Library and Information Services: Goals for Action," states without reservation the importance of strengthening the school library media centers not only "so they can meet existing standards and function effectively as integral components of the school environment," but to become part of a nationwide resource sharing network. This is essential if we are to increase the opportunity for children and youth for independent study and add to their ability to become literate, well-informed citizens capable of life-long learning in a rapidly changing world. The Commission further stated that the school library gives children and youth their first exposure to information resources and molds their information behavior for the future--the school library plays an essential part in readying them for an adult role in society.

In January 1977, the National Commission, with the recommendations and assistance of the American Association of School Librarians (AASL), appointed a Task Force on the Role of the School Library Media Program in the National Network. The Task Force was asked to look at the framework of networking and the potential role of school library/media specialists and the school library media program. To clarify, delineate, and describe the role of the school library media program within the framework of a nationwide network of library and information services, a task force broadly representative was essential. The individuals who agreed to participate on the Task Force were persons at the local and

district school level, supervisory and advisory staff at the state and national level, and library school educators. All of them had experience or involvement in networking at the local or state level. The names of the Task Force members are listed in Appendix A.

Five meetings were held by the Task Force. These meetings were open to interested parties. An open forum was sponsored by AASL at the January 1978 American Library Association's Midwinter Meeting to solicit reaction and response from fellow librarians and information scientists to the preliminary findings of the Task Force. In June 1978, a program meeting was held at the Annual Conference of the ALA. At this time, an overview of the report with emphasis on recommendations contained therein was presented for audience consideration and reaction. At its September meeting, the NCLIS accepted the report of the Task Force and instructed the NCLIS staff to prepare a plan for the NCLIS' role in implementation of the recommendations of the Task Force. The recommendations of the report can only be implemented with the close coordination and efforts of national and state agencies and organizations such as the American Association of School Librarians, the Association of Education Communications and Technology, the American Association of School Administrators, State Education Agencies, etc., as well as with school library media professionals at the school and district level.

The National Commission on Libraries and Information Science wishes to express its appreciation to the Task Force members for their imagination, thoughtful consideration, and dedicated service for their efforts on this study.

Special thanks go to Christina Carr Young, NCLIS Staff Consultant to the Task Force for her major contribution to the success of the study, and to Alice E. Fite, Executive Secretary, AASL, for her close and willing cooperation as well as her professional support.

ALPHONSE F. TREZZA
Executive Director
National Commission on Libraries
and Information Science

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INTRODUCTION

This report reviews the state of networking in school library media programs nationwide. Secondarily, it seeks to clarify the role of the school library media program within the National Program for Libraries and Information Services.

The report will cover the *rationale* for inclusion of school library media programs in library networks, *contributions* of school library media programs to a national program, *benefits* to the users of school library media programs from participation in networks, *problems* attending school participation in networks, and *recommendations* regarding the participation of school library media programs in networks.

The goal of education is to help each student learn to the limits of his or her potential and to expand to the fullest extent the very capacity to learn. Yet individual students differ greatly in the rate at which they learn and in their particular learning style--the ability to learn more effectively from certain types of stimuli or experiences.

Thus, one of the educator's greatest challenges is to choose the instructional materials and learning activities that provide the most effective intellectual stimulation and are best adapted to each student's style and rate of learning.

Ready access to a wide range of materials is therefore vitally important in meeting this challenge, equal in importance perhaps to adequate preparation of the teacher.

The school library media program is the agency within the school that acquires the instructional resources, organizes them, and provides instruction and assistance in their most effective use. These resources include:

instructional materials (media): books, periodicals, films, filmstrips, tape and disc recordings, slides, microforms, realia, kits, games, programmed materials, and others.

instructional equipment, for listening, viewing, projecting, and producing materials.

a facility, provided with furnishings that support a variety of learning activities.

a staff of qualified professional and support personnel skilled and knowledgeable in teaching; in organizing and retrieving information; and in locating, using, designing, and producing instructional materials.

programs of instruction, activities, and individual assistance to enable effective use of resources.

Because of its key role in providing information services to young people during the early years of their intellectual development, and because it is the primary source of information for teachers, administrators, specialists, and others involved in elementary and secondary education, the school library media program has become a subject of concern for the National Commission on Libraries and Information Science (NCLIS). The Commission established this Task Force specifically to study the actual and potential role of school library media programs in library networks to find out how participation by schools affects their ability to meet the information needs of their own clientele and how it affects the services of other libraries participating in networks.

The Task Force was appointed by Dr. Frederick Burkhardt, Chairman of the National Commission, in January, 1977, with assistance in the appointment and implementation phases from the American Association of School Librarians. A list of the members of the Task Force is found in Appendix A.

The Task Force was aided in its work by two papers prepared for use by its members. The first, written by Mary Frances K. Johnson and Theodore Hines, both of the University of North Carolina, Greensboro, analyzed the present status of school library media program participation in library networks.(1) The second paper was authored by David V. Loertscher of Idaho Falls, Idaho. It identified the needs of users of school library media programs; determined the strengths, weaknesses, contributions, and constraints which schools bring to library networks; and listed the benefits that accrue to school library media programs from participating in a national network.(2)

The Task Force heard comments from the profession at two open meetings held at the midwinter and summer, 1978, conferences of the American Library Association.

All five meetings of the Task Force were open to the public. Representatives of publishing companies, book distributors, cataloguing services, the library press, and professional associations attended.

RATIONALE FOR INCLUSION OF SCHOOL LIBRARY MEDIA PROGRAMS IN THE NATIONAL NETWORK

Just under fifty million young people are enrolled in public and private elementary and secondary schools in the United States--23 percent of the country's total population. The Task Force believes that the information needs of these young citizens are important. The quality of the information services to which students and their teachers have access affects directly what they learn and how well they learn it--a factor of no little consequence for this Nation's future.

In its publication, Toward a National Program for Library and Information Services: Goals for Action, NCLIS expressed the following ideal:

> To eventually provide every individual in the United States with equal opportunity of access to that part of the total information resource which will satisfy the individual's educational, working, cultural and leisure-time needs and interests, regardless of the individual's location, social or physical condition, or level of intellectual achievement. (3)

If this ideal is to be realized, then these millions of students, their parents, teachers and others involved in their education should find their school library media centers to be effective points of access to the appropriate parts of that total information resource. This will happen only when schools are involved as full participating members in a library network. In this report *library network* means a full-service network; that is, in the words of the Commission, one that:

consists of a formal arrangement whereby materials, information, and services provided by a variety of types of libraries and/or other organizations are made available to all potential users. (Libraries may be in different jurisdictions but agree to serve one another on the same basis as each serves its own constituents. Computers and telecommunications may be among the tools used for facilitating communication among them.) (4)

In an earlier study Hines observed that there are barriers to complete access to information, and that these barriers "arise, either from a failure to perceive properly how children's intellectual development does require access to a very wide range of titles, or from a setting of priorities which places children and young people very low indeed on the totem pole." (5)

If school library media programs are excluded from full participation in library networks, this substantial segment of the population will be restricted and discriminated against in its access to information. Equally important, the resources that strong school library media programs own cannot be shared fully with the general public.

Barriers need not exist, however, for involvement in resource sharing and membership in networks are not completely new to school library media personnel. Schools have been involved for many years in cooperative library activities under informal arrangements such as:

1. Informal meetings between public and school librarians to address mutual concerns;

2. exchanging lists of periodical holdings;
3. jointly planned summer library programs;
4. joint compilation of community resources;
5. joint planning of community programs;
6. joint book evaluation;
7. placement of public library book catalogs in school libraries;
8. joint development of storytelling groups to improve techniques and skills;
9. reciprocal borrowing and lending of materials;
10. class orientation visits to the public library;
11. book talks by public librarians given in the school;
12. providing the public library with curriculum guides and units of instruction.

While these informal arrangements have been successful, the success is limited. For example, a change in personnel could signal the end of the arrangement. Further, such arrangements usually exist strictly at a local level, with no mechanism for sharing regionally or statewide.

Schools have also been involved in more formal cooperative organizations that have some or all of the characteristics of a library network. Colorado with COLONET (Colorado Library Network), California with CLASS (California Library Authority for Systems and Services), and Washington with WLN (Washington Library Network) provide statewide networks of services where schools are accepted as full partners, including representation on the governing boards. Illinois with ILLINET (Illinois

Library Network) provides the same services for school library media programs which choose to affiliate; however, at this time there is no mandated provision for representation on governing boards.

There also exist multitype library cooperatives that include school libraries at the local or area level. Examples can be found in Maryland, Oregon, Wisconsin, Illinois, Indiana, and New York.

Throughout the nation schools are involved in cooperative organizations that provide specialized services such as centralized cataloging and processing, material selection, staff development, union lists, delivery systems, production of materials, joint acquisition, shared staffing, joint facilities, access to computerized data bases, film cooperatives and the like.

Specific examples of these formal cooperatives can be found in Appendix B.

Even though these activities have been taking place for some years, there is little published information on the involvement of school library media programs in networking. What there is contains very little evaluative data that indicates the results of their participation. This lack of conclusive evidence for the success or failure of announced ventures impedes the growth of existing programs and discourages others from beginning.

Each type of library exists because of a specific missior to a certain group of users. For the school library media program, that mission is

the comprehensive education of all young people in the community. This mission not only provides the reason for the existence of the school library media program; it gives it a particular value as a member of a library network.

School library media specialists are unique among librarians. They are the chief agents in providing the resources that support this comprehensive education. To this calling they bring a special set of competencies. They are first and foremost teachers and must hold a professional license in that area. Richard Darling describes that mission in these terms:

> In a dynamic school library program, the librarian contributes to the curriculum as a teacher working with other teachers, as a resource person whose special competencies with instructional media make a unique contribution to instruction, and a counselor who can provide individual guidance to students, helping them to secure and use instructional materials related to formal instruction and to explore interests that go beyond the limits of group instruction. In other words, the librarian is a teacher who works with the whole curriculum. (6)

School library media specialists are also professional librarians, with a strong background in the selection, organization, and use of audio-visual as well as printed materials. Some of the responsibilities that derive from this dual mission are, rephrasing the 1975 national standards:

1. defining the purpose of the school library media program and establishing program objectives;

2. planning program activities and integrating them with the other instructional programs of the school;
3. participating in curriculum planning and development, and in the design and creation of specialized instructional materials;
4. establishing procedures and directing the operation of the school library media center;
5. conducting orientation and in-service education in the use of resources for the students, teachers, and school library media center staff;
6. providing facilities, equipment, training, and assistance to enable local production of instructional materials;
7. developing instructional programs and activities that encourage and assist users in problem solving, interest fulfillment, and creative expression;
8. providing opportunities for discovery and exploration independent of or beyond the stated curriculum;
9. maintaining professional resources for teachers, informing them of new materials, and involving them in purchasing decisions;
10. performing ongoing evaluations in the light of stated objectives and making program modifications as needed;
11. building a public relations program that communicates the role of the school library media program and its contributions to the education of young people. (7)

Despite this specialization school library media specialists have much in common with other librarians. They share the concerns of academic and special librarians in dealing with a collection designed to support the specific needs of their users. School, academic, and public librarians also share similar problems with regard to providing adequate budgets and professional staff. Where school library media specialists have had contact with other types of librarians, the awareness of a common role has emerged. Van Orsdel states "[the] major result [of networking] has been communication between librarians from differing types of libraries and the end of the old belief that the problems of each type of librarianship are different." (8)

In summary, the information needs of students, teachers, and others involved in elementary and secondary education frequently go beyond the resources that even the very best school library media programs are able to make available. Schools need to provide quick and efficient access for their users to the materials and services of other libraries. On the other hand, school library media programs are collectively rich in specialized resources that have value not only for school related users but for the many individuals who use or might use public, academic, and special libraries.

Full participation by schools in library networks would provide ready access to a wider range of resources and would enable other libraries to take advantage of the school's specialized materials and services to the benefit of millions of others.

CONTRIBUTIONS TO THE NATIONAL NETWORK BY SCHOOL LIBRARY MEDIA PROGRAMS

Library networks are able to provide services only by drawing on the resources of participating libraries. The strength of a network then depends largely on what each member library owns or the services it provides and is willing to make available to others.

Is the school library media program capable of making valuable *contributions* to a library network? The Task Force found that it is, that many of the contributions are unique, and that a network lacking the participation of schools lacks a significant area of service for its member libraries and their patrons.

In listing the resources that school library media programs can contribute to library networks the Task Force found it useful to group them under three headings: *Materials*, *Services*, and *Human Resources*.

MATERIALS

At the building, district, area, and state levels, collections of specialized school-related materials are to be found that would prove valuable to a library network. While these collections are designed to support the instructional goals of educational agencies, they hold information of use to a far greater public. For example:

Audiovisual Resources

School library media specialists have been forerunners in using a variety of media for learning activities tailored to the individual needs and interests of the learner. Consequently, they have built substantial collections of audiovisual materials. Just as important, the school library media specialists have received special preparation and have developed expertise in the effective use of all media. The school library media specialist's familiarity with the local collection is needed to take advantage of locally produced resources for which there is no adequate bibliographic control.

Professional Libraries

While each school building may have a teachers' professional library varying in collection size and quality from school-to-school, the district and regional holdings are often more complete. Their collections are generally strong with regard to educational "trends, developments, techniques, research, and experimentation in the general and specialized areas of education." (9) The following types of resources are frequently available:

1. curriculum materials, including courses of study, curriculum guides, resource units, and teachers' manuals;
2. selection tools that index, evaluate, and review instructional materials;

3. television and radio program guides and manuals;
4. indexes of community resources, including catalogs and brochures of sites of educational value and field trip evaluations;
5. information on teachers' organizations and associations, forthcoming meetings, and programs for continuing education. (10)

Specialized Ethnic Collections

As the "melting pot" premise for the assimilation of races in America has given way to pride in one's heritage, school library media collections have increased holdings along ethnic lines in order to shed light on and instill a sense of pride in one's roots. These materials, selected to cover a wide range of interests and ability levels, constitute a valuable resource for the general public.

Career Education Collections

Many school library media programs have built strong collections of materials that give students and teachers accurate information on a wide variety of career fields. Printed materials are often supplemented with audiovisual presentations that help the student visualize what working at a certain job is really like. In some cases up-to-date salary and job market information is provided directly to school library media centers through on-line access to career information data bases maintained at the state level.

These materials and information services are needed by the public. The Council of Chief State School Officers acknowledged in a 1975 position paper, "individuals change occupations or jobs three to five times during their careers, either because of personal changes or changes in the employment market." (11) The paper goes on to say that career education "must be provided for individuals at varying stages of life." (12)

Former United States Commissioner of Education, S. P. Marland, Jr., stated "the student should be equipped occupationally, academically, and emotionally to *spin-off* from the system at whatever point he chooses--whether at age 16 as a craftsman apprentice, or age 30 as a surgeon, or age 60 as a newly-trained practical nurse." (13)

High Interest/Low Reading Level Collections

School library media programs have built substantial collections of specialized materials for students who have had difficulty learning to read. Since the interest level of these materials approaches that of an adult they constitute a useful resource in the instruction of the functional illiterate. These materials can be used to advantage in programs developed through the *Right to Read Project* as well as in *English as a Second Language* programs.

Foreign Language Materials

Ordinarily, foreign language textbooks are geared to a year-long classroom program involving daily contact between student and teacher. However, the supplementary resources with which a good school library media program supports the school's foreign language classes have wide appeal and usefulness beyond the classroom. These collections usually include recordings that demonstrate the sound of the spoken language; printed and audiovisual materials that portray background, history, and culture; and selections from the literature suited both to beginners and to advanced students.

Collections of Children's and Young Adult Literature

Many school library media centers have excellent collections of children's or young adult literature. A strong potential exists for sharing these materials on a year-round basis, but particularly during vacation periods, with public libraries or colleges and universities that prepare teachers and librarians.

Collections for Special Students

Since the passage of Public Law 94-142, providing for the special education needs of handicapped children in the least restrictive environments, school library media programs have given greater

emphasis to acquiring materials appropriate for students with learning disabilities and special educational needs.

Parents, researchers and teacher candidates find these materials valuable for what they reveal about the learning habits and needs of some special students as well as for their content.

Most school library media programs have also added materials for the gifted student. Because of their more sophisticated treatment these materials tend to fall easily into the range of resources sought by adults and post secondary students.

SERVICES

Ordering, Processing, and Cataloguing Services

Some school districts use automated systems for ordering and processing materials. Often the system can accommodate some additional libraries without exceeding its capacity, and can even lower the per unit cost in the process. (14)

Repair Services

When a school district reaches a certain size, it becomes financially feasible to establish a district repair service rather than send equipment to one or more commercial firms. Smaller districts have sometimes grouped together to contract for this service jointly. As with centralized ordering and processing these school based repair services can frequently take on repair and maintenance responsibilities for additional libraries.

Computer Assisted Instruction

Remote terminals that permit students to engage in sophisticated and individually tailored instructional programs are becoming increasingly available in schools throughout the country. The programs, covering a number of subject and interest areas, would appeal and be useful to the general public.

Instructional Equipment

Elementary and secondary schools purchase approximately one-third of the instructional equipment (projectors, viewers, recording devices, production equipment, etc.) sold by major manufacturers each year.(15) School library specialists responsible for selecting this equipment have become familiar with the variety of equipment available and have gained valuable experience in the process of writing specifications for competitive bidding. This has built up a base of expertise that can be shared with other librarians.

Local Production of Materials

Because of their specialized preparation, school library media specialists can provide assistance in producing graphic and audiovisual materials not available from commercial sources. The materials can range from simple photographs to the more complex media such as 16 mm films or television productions.

Individual school library media centers are often equipped with basic laminating, recording, duplicating, drawing, and photographic equipment. School district or area-level production centers provide more extensive services and sophisticated equipment.

Materials Examination Centers

Some local, area or state education agencies have established centers for examining new instructional materials and equipment prior to purchase. These examination centers acquire textbooks, trade books, audiovisual materials and equipment as well as professional materials for teachers. The opportunity to page through a book, preview a filmstrip, or try out a piece of audiovisual equipment makes these centers particularly useful to school library media specialists, teachers and administrators. However, public library staff, parents, teacher educators and persons interested in the education of the young would also find these centers ideal for examining currently available materials.

Consultation Services

School library media specialists, through study and experience, develop special strengths in evaluating, selecting, organizing and using a variety of materials and equipment. In sparsely populated areas, the school library media specialist may be the only professional librarian within a large geographic area. (16) This person, therefore, and those at area-level educational service agencies are capable of providing consultative services to the community regarding libraries and access to information. He or she can assume a leadership role in developing cooperative library operations and in helping the community take full advantage of a library network.

Library and Information Skills

School library media specialists have the primary responsibility for helping students learn to use the school library media center effectively and for teaching them how information is organized.

Not all adults are successful consumers of information. In many communities the adult education program depends heavily on the elementary and secondary schools for facilities and teaching staff. The library instruction materials and courses developed on the secondary level can be appropriate for use with adults who wish to develop more efficient methods for locating needed information.

Computer Terminals

Computer technology plays an important role in implementing library network activities. Some school library media centers have access to a computer or to a remote terminal. If the equipment is (or can be made) compatible with the other components of the information system, the school can provide networking services such as the cataloging of materials or access to data bases such as Educational Resources Information

Center (ERIC), the New York Times Information Bank, or multiple data base services. Examples of school districts that presently offer such services are found in Appendix B.

Delivery Systems

Many school districts and area-wide educational services agencies have well established delivery systems which could form a base for an expanded library-to-library delivery of materials. Appendix B contains examples of cooperative educational services agencies serving a number of local school districts.

HUMAN RESOURCES

The human resources of an elementary or secondary school faculty constitute a distinct category of contributions a school can make to a library network.

Teachers at every grade level develop extensive knowledge in one or more subject areas. Some have supplemented their academic work with travel, practical experience, or non-teaching jobs related to their specialties.

Membership and participation by schools in library networks will reduce the likelihood that these knowledgeable professionals will be overlooked as important resources present in every community.

SUMMARY STATEMENT

In summary, the resources provided by school library media programs throughout the country constitute a major component in this country's total information resource. The unique nature of many of the resources the school acquires and makes available to its students and staff--human resources and equipment, as well as materials--makes them valuable as potential contributions to library networks.

The fact that these resources are used by their special clientele typically less than eight hours a day, five days a week, during nine to ten months out of the year, makes it all the more appropriate that they be made available when needed and when practical to a wider group of users through a national network of libraries and information services.

BENEFITS TO THE USERS OF SCHOOL LIBRARY MEDIA PROGRAMS FROM PARTICIPATION IN A NATIONAL NETWORK OF LIBRARIES

The primary users of school library media programs include students, teachers and other professional staff, administrators, school board members, parents and school library media specialists themselves. This chapter will describe the information needs of these groups and will cite examples of the ways in which these needs can be met in a more efficient and satisfactory way through the school's participation in a library network.

STUDENTS

Rephrasing a quote from Media Programs, District and School, David Loertscher says in the paper he prepared for the Task Force:

> "Learners need to grow in their ability to find, generate, evaluate, and apply information that helps them to function effectively as individuals and to participate fully in society. Students need to strengthen skills in reading, observing, listening and communicating ideas. Children and young people need to interact with others, to master knowledge as well as skills, to develop a spirit of inquiry, and to achieve greater self motivation, discipline, and a capacity for self evaluation." (17)

To accomplish these educational goals, effective teachers involve students in inquiry projects that take them to primary and secondary source materials. Following a textbook introduction, teachers will frequently assign students to consult supplementary books, journals

and other published resources to fully understand a hypothetical problem and come up with a recommended solution. It is common for teachers to allow capable students gradually increasing amounts of self direction in choosing learning activities and topics for project work.

The less uniform these assignments and projects are, the less satisfactory a single textbook or classroom collection will be, and the more necessary a well developed school library media center becomes. Not surprisingly, some projects take the serious student beyond the resources of a good library media center. In this regard, Mr. Loertscher goes on to say:

> "Since their creation, school library media centers under the direction of a qualified school library media specialist have had as their purpose the satisfaction of [these educational needs]. Some are successful; others are not. But for the majority of students, school library media centers provide a goodly portion of the materials and information needed to be successful in school assignments. Most students learn, however, very quickly that school media centers rarely have "more information about a topic than I care to know," that collections are finite, and that there is often severe competition to get available materials before a classmate does." (18)

A student's information needs can easily take him or her to journals held by a university or a technical school, to a file of local newspapers maintained by the public library, to demographic data bases maintained in municipal or state information agencies, and to technical manuals owned by a special library.

Participation in a library network will bring within reach of the student those materials that are just outside the curriculum orientation of the school's collection but well within the range of a serious student's quest for information.

A library network, through a clearinghouse or directories, can also bring the learner into contact with *human* resources--persons with extensive knowledge and experience in specific areas.

A library network increases the opportunity for students to find job, career, and advanced training information through employment information agencies.

Through a network, students with special learning needs can gain access to specialized materials, for example, large print books for visually impaired students, or captioned audiovisual materials for students with hearing loss. A network can give advanced learners convenient access to the collections of college and university libraries in the area.

Not all the information needs of students are curriculum oriented. It is genuinely impossible for some students to get to public libraries, and their leisure time interests and personal information needs will go unanswered if their school's collection is not extensive in non-curricular areas. A well coordinated library network enables the student to know what is available in the public library, to request it, and to obtain it through the school library media center.

TEACHERS

In the same paper, David Loertscher states:

> "During the past twenty years, the types of educational technology have mushroomed, . . . expanding the possibilities for teaching simple and difficult concepts. These new audiovisual forms give the potential of meeting the needs of every child in the class whether fast or slow learner, dominant or minority race, or cultural background. At first, developers thought that the new technologies, e.g., television and programmed instruction, would teach better than traditional methods and perhaps would replace or cut down on the teacher-student interaction time. To date, no technology has emerged as superior, rather, each has been recognized for its unique contribution to learning. Teachers have also learned the great potential for repetition and drill by rotating the forms of media. This rotation sustains student interest for longer periods of time." (19)

Instant access for every teacher to an unlimited supply of teaching/learning materials is not within the foreseeable future. But well developed library networks in which schools are involved, together with strong collections of instructional materials at the school building level, coordinated at the district level, can bring a greatly increased range of materials and information about materials, as well as human resources within practical reach of the educator.

Teachers also need access to professional literature. Computerized data bases such as the Educational Resources Information Center (ERIC), union lists of serials, and data banks listing human resources, can be made available to more than just the large metropolitan school district through library networks.

Through sharing resources a greater variety of opportunities for staff development can be offered, and special production facilities for the creation of high quality vidiotapes and 8 or 16 mm films could also become available.

ADMINISTRATORS

Principals, directors of instruction, and superintendents share many of the needs of teachers regarding professional information. In addition, they frequently require current information on population trends, growth projections, tax base changes, Federal and state laws, and funding programs. A library network, with its access to the various data collection agencies and information services, can make this information available.

PARENTS

Loertscher continues: "The parents of school children have varying interests in their child's education. For those who work closely with teachers and their children in getting the most of schooling, access to educational materials is vital." (20)

In many cases, the materials that would help parents understand the intellectual and emotional growth of their children best are more likely to be found at an academic library than in the elementary or secondary school. A network can make these materials available at the school, which may well be the most appropriate and convenient site for use and delivery of the material. Having resources ready at hand enhances the quality and effectiveness of the parent-teacher relationship.

SCHOOL SPECIALISTS

School specialists, such as counselors, psychologists, and nurses have distinctive needs that could be met most efficiently if the school library media center is a convenient entry into a network of instructional resources.

In dealing with the educational, vocational, and personal needs of students and their parents, what school counselors often need most is simply information--on jobs, educational opportunities, tests and measurement, and human relations. A library network extends their reach beyond the school's professional collection.

Psychologists frequently need specialized resources not found in a school library media center. Nurses likewise need professional information usually found in hospitals, medical centers, and nursing schools. A library network can make these resources available at the work site, and it can provide contacts with agencies through which the school specialist can search information files with the aid of a computer.

Speech and hearing therapists, art, music, and drama teachers and other educational specialists also feel the need to draw on libraries other than the school library media center. They may, for example, look to a university with a teacher preparation program to locate appropriate materials for class preparation, or for learning projects they and their students have designed. Networks bring academic libraries, special libraries, and other information sources with which the university has contact within easy reach of the educator.

SCHOOL LIBRARY MEDIA SPECIALISTS

School library media specialists would be able to spend more time with students and teachers if relieved of certain time-consuming clerical tasks. Through automated bibliographic searching and printing capabilities, a processing center shared by members of a library network can offer high quality cataloging and processing of both print and audio-visual materials at a reasonable cost. Franckowiak states:

> A very important service that a national [networking] program could offer to school library media programs would be processing materials prior to the time they arrive at the local school building or district. It is essential that this routine operation, which is repeated thousands of times across the country, be done at a more cost-effective level so that professional time may be used in working with students and teachers in applying learning resources and information to the educational programs. (21)

Cooperative examination centers provided by a network would provide opportunities for the school library media specialist to assess the value of potential new purchases accurately and efficiently.

Directories of librarians and union lists of specialized materials would enable the school library media specialist to locate needed materials quickly so that the user might be referred or the materials borrowed without delay. Knowledge of specialized collections or of the holdings of nearby libraries would help the school library media specialist build a collection that would avoid unnecessary duplication of the other libraries.

Personnel directories provided by a network would be helpful in making the initial contacts that facilitate interlibrary loan and in providing a list of human resources--specialists in specific subject areas.

School library media specialists endure a special kind of isolation from being unique among other faculty members and being somewhat buried in the governance structure of the school. (See page 43 and 44 of this report.) A network of libraries, because it is also a network of librarians, provides a social environment where mutual understanding helps the member librarians experience a degree of peer acceptance and stimulates professional aspirations.

THE GENERAL PUBLIC

Sometimes the school library media center is the only library within reasonable distance for the residents of a given community. In these cases the school is the logical point of access to information. The school's membership in a library network would provide access to a wide range of resources for these citizens.

SUMMARY STATEMENT

In summary, the groups of people who make up the population of the school--students, teachers, administrators, parents, medical and educational specialists, school library media specialists and the general public, benefit from the pooling of resources, the economy of size and number, the access to bibliographic information, and the linking together of human resources that are made possible by a school's active participation in a library network.

Information that is within reach is information that will be used--for research, for solving a personal problem, for structuring a learning project. Making information accessible increases the likelihood that it will be used effectively.

PROBLEMS, GUIDING PRINCIPLES, AND RECOMMENDATIONS

Despite the advantages of cooperation to the clientele of both school library media programs and other libraries, school participation in library networks is not common. Johnson and Hines found few references to active school participation in their 1977 study of library networks. (22)

What their study did show, however, is that the major obstacle to successful networks seems to lie in the *attitudes* of librarians. (22) A willingness to share, to modify policies, and to communicate and plan with other librarians is crucial to the building of an effective network. When this willingness is not present, a network cannot even begin, much less flourish.

But the formation of networks is hindered by problems other than purely psychological. These *PROBLEMS* can be grouped under five headings: *PSYCHOLOGICAL FACTORS (including attitudes), POLITICAL AND LEGAL FACTORS, FUNDING FACTORS, COMMUNICATION FACTORS, and PLANNING FACTORS.*

As the members of the Task Force studied these problem areas, they became aware of certain *PRINCIPLES* that underlie the establishment of successful library networks. These principles provide a theoretical basis for the *RECOMMENDATIONS* that follow, which have been addressed to specific persons or groups.

The Task Force grouped the recommendations into three categories, *immediate*, *intermediate*, and *long range*, to indicate the time frame within which implementation could reasonably be expected. *Immediate* recommendations could be implemented within two years from the publication of this report, *intermediate* within three to five years, and *long range* within five to ten years.

As the recommendations were studied and placed into the three categories, it was found that only one recommendation fell into the *long range* category. This is the summary statement relating to the focus of this study, namely that *library networks in which school library media programs are full participating members be established and operational in every region, state, and area in the nation.* The Task Force chose to allow this single recommendation to stand alone here to underscore its importance as the end toward which all the others are directed.

It should be borne in mind that these recommendations cannot carry an official mandate. In the judgment of the Task Force, the groups listed as suggested action agencies are the ones best suited to implement the recommendations. It is hoped that the groups addressed will accept the challenge.

PRINCIPLES

1. Each individual has a right to equal opportunity of access to information that meets his/her needs.

2. Networks must be built on strong individual library collections. Each participating library must have the capability of serving the ordinary needs of its users and of contributing to the network as well as receiving services.

3. Networking is not free. Besides specific equipment and materials costs, staff time will be needed to plan the network, to carry out its vital operations, and to provide the shared services.

4. All participating libraries must be equitably represented on the governing board of the network.

5. Effective communication among members is essential. A good modern communication system should link all member libraries, and individual librarians must feel at ease in contacting and working with their counterparts in other libraries.

PROBLEMS - FACTORS THAT INHIBIT COOPERATION

I. Psychological Factors

It has been said that the major hindrance to the development of successful library networks is a "people problem." Nolting states: "The psychological barriers in library cooperation are much the same throughout the nation. Most of these obstacles are not real; they exist only as attitudes or fears in the minds of timid librarians." (24)

Some public, academic, and special librarians fear that requests from school library media programs will cause an intolerable drain on their resources. Although studies have not justified the fear, it persists. (25) (26)

Another fear is that membership in a network will erode a library's control over its loan policies. This fear is not unexpected, since the fundamental premise on which effective networks are built is a willingness to share materials beyond primary users without a strong regard for jurisdictional boundaries. For a network to be successful, there must be wide acceptance of the principle that all library users have a right of access to materials and services no matter where they are made available. It must also be acknowledged that a less restrictive loan policy is a fair price to pay for the expanded range of materials available to each library through a network.

Sheer inertia also inhibits the building of networks. Time and effort are needed, especially in the beginning stages, to construct a successful system for interlibrary cooperation. Few school library media specialists or other librarians are eager to assume new responsibilities when time is not adequate to meet the existing ones. Only the conviction that membership in a network can provide a better means of delivering important services can move librarians to act.

Fear of the new and untried, unwillingness to experiment, the discomfort of working with persons with conflicting personalities, the difficulty of bridging the communication gulf that sometimes separates librarians--all these are additional psychological factors that slow progress in developing library networks.

It is not realistic to expect a mandate to overcome psychological barriers. Convictions and attitudes change slowly if at all. However, major efforts in inservice and preservice education of librarians, as well as a variety of well-coordinated public relations activities, can provide information, ideas, reassurances, and inspiration that will go a long way toward developing positive attitudes toward interlibrary cooperation and networks.

Therefore the Task Force makes the following recommendations.

IMMEDIATE RECOMMENDATIONS	SUGGESTED ACTION AGENCIES
1. Establish a clearinghouse for information about school library media program involvement in networking. Besides collecting and making the information available, the clearinghouse would disseminate status reports regularly.	American Association of School Librarians (AASL)
2. Develop and disseminate plans for a comprehensive public relations program directed to all types of libraries and the general public. The program would incorporate a variety of media and approaches and would present the rationale for developing library networks that include school library media programs.	American Association of School Librarians (AASL) in cooperation with the Association for Educational Communications and Technology (AECT) and other national professional associations, and NCLIS
3. Design and produce resources of various kinds to assist state and local leadership groups in developing programs to promote effective library networks that include schools. Resources would include appropriate bibliographies,	American Association of School Librarians (AASL) in cooperation with the Association for Educational Communications and Technology (AECT) and other national professional associations, and NCLIS.

	glossaries, documents, brochures, audiovisual presentations, and lists of visitation sites, consultants, and speakers.	
4.	Secure funding for a national workshop or institute to acquaint State Education Agency (SEA) and State Library Agency (SLA) officials with the role of the school library media program in library networks	American Association of School Librarians (AASL) in cooperation with Chief Officers of State Library Agencies (COSLA) and the Council of Chief State School Officers (CCSSO)
5.	Provide opportunities for school library media specialists to meet staff from other types of libraries; to become acquainted with staff, collections, services, and policies; and to discuss mutual concerns related to cooperative activities.	State and area professional associations, regional (area level) media centers or library systems
6.	Inform the AASL Networking Clearinghouse (see recommendation # 1, above) of activities, projects, and programs that show significant involvement of school library media programs in library networking.	State Education Agencies (SEA's), state and area professional associations, school library media supervisors, and building-level school library media specialists.

7.	Identify in each individual library the appropriate materials and services that are potential contributions in a library network.	School library media supervisors and building-level school library media specialists
8.	Begin sharing resources locally among schools and between schools and other types of libraries.	School library media supervisors and building-level school library media specialists
9.	Study the feasibility of sharing resources with libraries of all kinds within a county or appropriate geographic area.	School library media supervisors and building-level school library media specialists
10.	Study the feasibility of joint participation, sponsorship, or collaboration regarding services or activities such as selection, collection building, programming, acquisition, and inservice education.	School library media supervisors and building-level school library media specialists

INTERMEDIATE RECOMMENDATIONS	SUGGESTED ACTION AGENCIES
1. Develop a model curriculum unit on the role of the school library media program in networks to be used in preservice education.	American Association of School Librarians (AASL) in cooperation with Association of American Library Schools (AALS) and the American Library Association (ALA) Library Education Office
2. Develop a similar unit for use in continuing education.	American Association of School Librarians (AASL) in cooperation with Association of American Library Schools (AALS), the American Library Association (ALA) Library Education Office, and the Continuing Library Education Network and Exchange (CLENE)
3. Provide resources for school library media supervisors to use in educating building-level school library media specialists, teachers, administrators, students, and the community to be aware of the benefits to be gained from participation in library networks.	Supervisors Section of American Association of School Librarians (AASL)

4.	Hold state and area-level workshops as a follow up to the national workshop, to inform local school boards, school administrators, supervisory personnel, library media personnel and teachers about the role of the school library media program in library networks.	State professional associations in coordination with State associations for administrators and school boards, State Education Agencies (SEA's) and school library media supervisors
5.	Secure funding for research that will provide reliable data on the effects of school library media program participation in library networks.	American Association of School Librarians (AASL)

II. Political and Legal Factors

Some state laws present serious problems concerning the framework for interlibrary cooperation and library networks. Some states have no laws; some have permissive laws; while others, such as Washington and Colorado, have legislation that clearly defines the structure for interlibrary cooperation and networks that include schools. Connecticut (General Statutes, Revised 1977, Section 11-1C) authorizes the State Library "to engage in planning for statewide library service, other than for school libraries, . . ." among all types of libraries. Oklahoma (650.S. Section 3-105) excludes schools and institutions of higher learning from participation in multitype library cooperation.

Further, the responsibility for coordinating the growth and development of networks within a state is sometimes not clearly assigned. For example, the authority for development of public libraries might lie with the State Library, while that for school library media program development might be vested in the Department of Public Instruction. There might be additional agencies for coordinating vocational school libraries and academic libraries.

Even within one type of library, decision making for an individual library can be slowed down by having to pass through successive layers of administrative structure. This is especially the case in elementary and secondary schools where principals and superintendents are intermediate authorities between the school board and library media specialists. Sometimes a local school board itself must report to a higher

administrative body. In most school districts decisions are further affected by negotiated agreements between a teachers' union and the Board of Education.

Most school library media specialists, like academic librarians, cannot make administrative decisions or commitments for the program personally, or even work directly with the policy setting board. District level school library media supervisors must also have administrative authorization before making commitments.

Not only do policies, regulations, procedures, and customs differ from library to library within a community, some state and Federal financial assistance programs actually create barriers to interlibrary cooperation by placing restrictions on the use of purchased materials to guarantee that only specific target groups benefit. The United States Office of Education administers a significant number of these Federal funding programs that affect school library media programs. The strict interpretation of separation between church and state leads some states to prohibit the loan of publicly purchased materials to parochial schools.

The 1978 revision of the copyright law directly relates to the sharing of resources. While there is lingering uncertainty regarding the legality of some of the copying and duplicating practices envisioned by some library systems and consortia, it is clear that the flow of information from resource library to requestor will be limited by the provisions of the new law.

There must be a legally sound basis on which library networks can be established. Further, the responsibility for leadership and coordination of network development must be clearly identified in every state, area, and local government structure. Finally, the administrative structure of each library and school library media progam should permit expeditious decision making while retaining accountability to the governing body.

Therefore, the Task Force makes the following recommendations.

IMMEDIATE RECOMMENDATIONS	SUGGESTED ACTION AGENCIES
1. Interpret broadly rather than restrictively existing laws, regulations and policies wherever possible to encourage the sharing of resources among the greatest number of users.	All agencies receiving or administering funds for purchase of resources
2. Commission a study to identify specific legal factors that prohibit or encourage school involvement in library networks and resource sharing.	NCLIS with the assistance of American Association of School Librarians (AASL)
3. Identify legislation that can serve as a model of statutory support for school involvement in resource sharing and library networks.	NCLIS with the assistance of American Association of School Librarians (AASL), Education Commission of the States, National Conference of State Legislators

4. Collect, publish, and disseminate information on existing legal or organizational structures that have been conducive to the establishment of successful library networks.	NCLIS with the assistance of American Association of School Librarians (AASL) and other appropriate agencies and professional associations
5. Review state and local regulations to identify policies that inhibit school involvement in library networks.	State Education Agencies (SEA's) and state professional associations
6. Analyze programs of Federal agencies as they relate to school involvement in library networking and make recommendations for further coordination of programs to prevent duplication.	NCLIS
7. Provide consultative services for the development or expansion of regional or state library networks.	U. S. Office of Education
8. Help school library media specialists become aware of methods through which materials purchased with Federal grant programs might be shared with other members of a network and how grant proposals might be written jointly to benefit different types of libraries functioning as a network.	State Education Agencies (SEA's), state library media supervisors, U. S. Office of Education

INTERMEDIATE RECOMMENDATIONS	SUGGESTED ACTION AGENCIES
1. Continue to recommend specific changes in the laws, regulations, and guidelines relative to school-related grant programs that will promote and enable the sharing of the resources they fund.	American Library Association (ALA)/American Association of School Librarians (AASL) in cooperation with other national professional associations, NCLIS, State Education Agencies (SEA's) and state school library media supervisors.
2. Continue to recommend specific changes in Federal and state laws and regulations that will promote resource sharing and the development and coordination of library networks that involve schools.	American Library Association (ALA)/American Association of School Librarians (AASL) in cooperation with other national professional associations, NCLIS, State Education Agencies (SEA's) and state school library media supervisors.
3. Assist state legislatures in the creation of laws that will establish library networks that involve schools serving each area of the state.	American Association of School Librarians (AASL) and state and regional professional associations (see Immediate Recommendations, No. 3)

4.	Develop procedural guidelines for school districts that allow local school leadership to make commitments that involve the school library media program in library networks.	American Association of School Librarians (AASL) in cooperation with Association for Educational Communications and Technology (AECT) and other national professional associations

III. Funding Factors

Networking is not free. Decisionmakers must know the true costs as well as the projected benefits in order to make realistic decisions about their participation.

On the other hand, it is important to recognize that networking may ultimately be cost effective, without actually reducing the total cost of a program. For example, copying fees, transaction fees, delivery fees, or the price of an improved communication system represent costs. But no school library media program or any other library can provide resources comprehensive enough to meet completely the wide ranging information needs of its diverse clientele. That journal article, report or book that is badly needed today (and may never again be requested) can be located and delivered quickly only if the school library media program has access to a network.

In addition, students who are regularly served through a network can be expected to acquire a better idea of how information is organized and thereby become better users of resources.

Materials, communications and equipment do not represent the only cost items in resource sharing or participation in a library network. Participating libraries must be ready to allocate some staff time to provide services to both primary and secondary clientele.

Stable financial support must be provided at two different levels if library networks are to be effective. First, [illegible] ry or school

library media center must be supported locally to provide the basic resources that meet the daily needs of its users. Second, additional funding supplemental to that for basic services must be provided to finance the costs of network operations and services. But neither the basic nor the supplemental funding is easily gained.

All types of libraries experience difficulties in securing adequate support for basic services. Schools are no exception. When the right combination of good leadership, visibly effective programs, and a stable economy come together, budgets are usually adequate. Some education associations and teacher unions have negotiated agreements that ensure adequate staff and expenditures. State education agencies, through the state school library media supervisors, have encouraged the development of local school library media programs through mandated and recommended standards, accreditation programs, specific funding, evaluation, consultation, and statewide planning. National and state professional associations have assisted with publications, programming, and research.

The supplemental funding that supports the network's operations and services is also difficult to secure. That it is necessary is clear; its source is not. Probably it will come from a mixture of local, state and Federal sources. But the source or sources must be dependable. Allen Sevigny of the U. S. Office of Education warns: "Any group which is trying to survive on soft money is only kidding itself. The only secure money comes from funding formulas written into law or from membership assessments. And in the United States we have not had too much luck with dues and assessments." (27)

Not all networking services increase costs to the participating library. Actual cost reduction can occur. Joint planning and implementation of inservice education sessions, for example, usually add no cost; nor does cooperative purchasing or collection development. Sometimes the costs of network services are offset by savings in other areas. For example, computerized data bases can be searched by remote terminal linked by telephone lines at a relatively small cost. In this way students, teachers and administrators can acquire needed information quickly, avoiding lengthy literature searches and the cost of an exhaustive collection of indexes.

Therefore, the Task Force makes the following recommendations.

IMMEDIATE RECOMMENDATIONS	SUGGESTED ACTION AGENCIES
1. Provide grants for research and evaluation studies regarding the participation of school library media programs in library networks.	U. S. Office of Education, National Institute of Education (NIE), other departments and agencies of the Federal Government, and State Education Agencies (SEA's)
2. Secure assistance and funding to enable planning, research, and publication about network issues and problems, and to determine actual costs of interlibrary transactions.	American Association of School Librarians (AASL) in cooperation with Association for Educational Communications and Technology (AECT) and other national associations

3. Provide examples of cooperative activities that require little or no funds (e.g., inservice education, special programming).	National and state professional associations
4. Allocate funds and staff time to involve schools in planning and implementing network establishment and resource sharing.	Local Education Agencies (LEA's) through boards and administrative and supervisory staff

INTERMEDIATE RECOMMENDATIONS	SUGGESTED ACTION AGENCIES
1. Assist state legislatures and the Congress in the enactment of legislation to provide financial incentives to make library resources more readily available to all users through interlibrary cooperative programs (see page 45, Recommendation No. 3).	American Library Association (ALA)/American Association of School Librarians (AASL) with the assistance of NCLIS and other national and state professional associations

IV. Communication Factors

Effective interlibrary cooperation depends heavily on the quality of the communication system that links libraries and librarians. Although today's communication tools include satellites and interactive computers, many school library media centers are still without a telephone. Some school districts, on the other hand, own a number of delivery vehicles and have acquired sophisticated electronic equipment to handle operations ranging from computer assisted instruction to ordering and processing materials. The base for future communication systems couples telephone systems with microwave networks and satellites. We are promised interlibrary loan transactions processed by computers in the near future.

If school library media programs and other libraries are to derive full benefits from library networks and make useful contributions to them, they must have the proper communication tools. In addition, the communication systems used by various libraries must be compatible.

Apart from the disparity between the promise and reality and the uneven distribution of communication equipment, another problem faces the librarian or school library media specialist. Information itself is growing at an ever increasing rate, and the needs of library users continue to be diverse and changeable.

Knowledge of other libraries' resources, rapid transmission of information requests, and prompt delivery of materials are of particular importance to users of school media programs, for whom a week's delay can render the material useless. It is essential that each library be

able to find out quickly where needed resources can be located and borrowed within a network area.

Therefore, the Task Force makes the following recommendations.

IMMEDIATE RECOMMENDATIONS	SUGGESTED ACTION AGENCIES
1. Provide a system for exchange of resources and information, and provide the necessary communication links for contacting other network members.	School library media supervisors through Local Education Agencies (LEA's) and State Education Agencies (SEA's)
2. Commission studies that demonstrate the relationahip of technology to library networking and that identify the technology needed to enable effective participation of school library media programs.	NCLIS in cooperation with American Association of School Librarians (AASL) and other national associations
3. Encourage the development of data bases that identify the resources of an area, state, or region, and that meet the needs of users of school library media programs.	Local Education Agencies (LEA's) with assistance from State Education Agencies (SEA's)
4. Develop local union lists of appropriate resources (e.g., periodicals, films, special collections).	Local Education Agencies (LEA's) with assistance from State Education Agencies (SEA's)

INTERMEDIATE RECOMMENDATIONS	SUGGESTED ACTION AGENCIES
1. Secure funding for demonstration projects to encourage the development of more effective communication systems (involving computers, microwave, delivery systems).	American Association of School Librarians (AASL) in cooperation with the Association for Educational Communications and Technology (AECT)
2. Provide financial, technological and consultative support services that will lead to the most effective communication and delivery of information.	U. S. Office of Education and State Education Agencies (SEA's)
3. Develop standards for equipment compatibility needed for area, state, regional and national sharing of resources.	American Library Association (ALA) in cooperation with Association for Educational Communications and Technology (AECT), other national associations, the private sector and State Education Agencies (SEA's)
4. Identify and promote the use of data bases that list the resources of an area, state or region and that meet the needs of the users of school library media programs (see No. 3, immediate recommendations, p. 55).	Local Education Agencies (LEA's) with assistance from State Education Agencies (SEA's)

V. *Planning Factors*

Careful planning by a well-defined group of participants is needed to bring about effective participation by school library media programs and other kinds of libraries in a library network. Good planning needs good information, yet Johnson and Hines, in the paper prepared for this Task Force, cite the paucity of public information concerning school library media programs and networking. They also point out that available data is largely inconclusive. (28) Kraus adds that *evaluative* studies, which are most important to good planning, are especially hard to locate. (29)

Successful models that can be adopted or adapted have not been readily available to those who are at the exploratory stages of interlibrary cooperation and are seeking direction for their activities. Planning guides for developing library networks that involve schools have been unavailable. It has been difficult to find consultants who are experienced in this area.

A basic principle of network development is that those involved in implementing programs should be involved in the planning and decision-making process. It is essential that all types of libraries, including schools and other information services, be given equitable representation in the planning of a network and in making the policies that govern its operation.

As described more fully under *"political and legal factors,"* planning is discouraged in some states or localities by the existence of laws and regulations that prohibit the sharing of resources.

Another difficulty that hinders effective planning is the wide geographic separation of libraries in some areas. It is hard for librarians to hold planning sessions when they must travel long distances to do so.

Psychological and *social* distance can also separate staff members of different kinds of libraries. Great difference in building size, budget, number of clientele served, etc., creates an inequality of rank among those who would represent libraries in the planning process. Yet planning is most effective when the planners operate as equals. Some equality can be established if the network planners represent institutions, collections, and programs that are substantial enough to meet the ordinary needs of their own users and provide a potential benefit to other members of the network.

In this regard, it is fundamental that every school library media center provide a comprehensive program of basic services. To encourage this, minimum standards should be established for those libraries that participate in a library network. Standards should not be viewed as restrictive, but rather as a means of securing fundamental levels of service that should be provided whether a network is available or not. Whether these standards are local, state or national is a matter to be dealt with. Establishing the standards is most important.

Provision should be made for phasing in libraries wishing to participate. Standards can provide a yardstick against which their services, collections, and staffs can be compared. Should deficiencies be found, then a timeframe within which to operate can be developed that will result in full participation upon compliance. This kind of framework guarantees that networking is perceived as supplemental and will not be used to supplant basic services for which each participating library is responsible. Leadership and coordination at the state level can foster the development of networks. As noted earlier, this supportive role has not been assigned or assumed in some states.

Pre-existing library networks that do not include school library media programs can themselves act as a barrier to the planning process. It is often more cumbersome to alter accepted patterns of cooperation than to involve all potential users from the beginning. In some states schools have already formed regional media programs on their own without building in connections with public, academic or special libraries. Public library systems and academic library consortia also exist as single type networks. When this situation exists, the planning process has to deal with the existing cooperatives and relate them effectively to a broader library network.

Effective network design is enhanced by the use of formal planning processes, including such elements as: (a) ongoing needs assessments; (b) plans of service complete with goals, objectives, activities, and resources needed; and (c) an evaluation program.

For a library network to be successful, representatives must feel assured that the autonomy of the libraries they represent will be preserved while the needs of all potential users are being served. The local option to participate or not must be maintained while incentives are provided to encourage participation.

Participants must also be fully aware of the responsibilities and costs to be borne individually and collectively. They must have a realistic knowledge of the added costs for such functions as transmitting information, delivering materials, permitting access to special collections, giving reference services, maintaining a clearinghouse, producing union lists, sharing computer time, and paying for loss or damage to materials. Participants must recognize that networking embraces all types of resources, including human resources, as well as the support systems and necessary technology.

Therefore, the Task Force recommends:

IMMEDIATE RECOMMENDATIONS	SUGGESTED ACTION AGENCIES
1. Establish, at the state level, a network coordinating unit responsible for library network leadership, development, and services. (Representation of school library media programs in this unit should be mandated.)	State Education Agencies (SEA's) (in cooperation with State Library Agencies (SLA's) if separate units)

2. Establish a committee representing all types of libraries and library interests to advise this coordinating unit.	State Education Agencies (SEA's) (in cooperation with State Library Agencies (SLA's) if separate units)

INTERMEDIATE RECOMMENDATIONS	SUGGESTED ACTION AGENCIES
1. Develop plans for adequate compensation to libraries that bear a special burden in serving other networks.	State level network coordinating agency (see No. 1, Immediate Recommendations above), with assistance from NCLIS and national associations
2. Develop and publish a written body of information regarding the establishment and operation of networks that include school library media programs. This body of information would include such items as: (a) A manual for network planners; (b) guidelines/standards stating minimal and optimal levels of school library media resources, staff, and services	American Library Association (ALA), American Association of School Librarians (AASL) in cooperation with other national associations, State Education Agencies (SEA's), state school library media supervisors, and district level school library media supervisors

(c) a directory of consultants who have had experience with library networks and various types of libraries;

(d) a description of model network structures from which states or localities with various configurations of library services could select;

(e) empirical data regarding the cost of interlibrary cooperation and networking activities;

(f) conclusions drawn from formal evaluations of networks involving school library media programs.

3.	Establish minimum standards for admission into a network and identify responsibilities for governance and participation.	The state level coordinating unit

CONCLUSION

The Task Force sees the school library media program as able to make a significant contribution to a National Network of Libraries and Information Services. Its special resources--materials, equipment, services, and the knowledge and skills of its faculty--have value for the staff and users of public, academic, and special libraries.

The benefits accruing from the school's participation in a library network would improve the educational opportunities for young people by expanding significantly the range of resources to which students and faculty have access.

For the school library media program to participate as a full partner in local, state, and national library networks in the manner envisioned by the National Cmmmission on Libraries and Information Science, the organizations and agencies identified must accept the challenge offered in the *Recommendations*. Without their willingness to become involved in this effort, full participation by school library media programs will be delayed, and delay makes entering or establishing a network more difficult. If these organizations and agencies do play an active role however, we will move significantly closer to realizing the Commission's ideal of providing:

> Every individual in the United States with equal opportunity of access to that part of the total information resource which will satisfy the individual's educational, working, cultural and leisure-time needs and interests, regardless of the

individual's location, social or physical condition, or level of intellectual achievement. (30)

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APPENDIX A

TASK FORCE ON
THE ROLE OF THE SCHOOL LIBRARY MEDIA PROGRAM IN NETWORKING

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Appendix B

EXAMPLES OF EXISTING LIBRARY NETWORKS*

I. FULL SERVICE

A. Statewide

CALIFORNIA

California Library Authority for Systems and Services (CLASS)

Contact Person: Ron Miller, Executive Director

Phone: (408) 289-1756

Address: 1415 Koll Circle, Suite 101, San Jose, CA 95112

Membership in CLASS is open to any interested library of any type. It enables members to locate library materials throughout the state, reduce duplication of processing, and receive other desirable services. A Congress of Members elects an Authority Advisory Council which advises the Board of Directors. Services include Task Groups on Computer Assisted Data-bases, On-line reference services. interlibrary resource sharing, and others.

WASHINGTON

Washington Library Network (WLN)

Contact Person: Director, Washington Library Network (WLN)

Phone: (206) 753-5595

Address: Washington Library Network, Washington State Library, Olympia, Washington 98505

Established by state law in 1976, WLN offers three levels of membership (basic, cooperative and principal) to all kinds of libraries. It provides a computerized data base, a microfiche printout of all members' listed holdings, cataloging and processing services, designated resource centers, and a state supported telephone network to expedite interlibrary loan.

* NOTE: This is merely a sampling. Many other similar examples exist in other states and sometimes within the same state.

B. Regional (Multi-state)

SOUTHWEST

Southwestern Library Interstate Cooperative Endeavor (SLICE)

Contact Person: Peggy O'Donnell, CELS Coordinator

Phone: (214) 750-0269

Address: 11300 N. Central Expressway, Suite 321, Dallas, Texas 75243

In addition to providing bibliographic networking, SLICE sponsors a Continuing Education program for Library Staffs (CELS) in the Southwest (Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, Texas). The program intends to help library people respond to the changing needs of their communities, to improve library service by improving library personnel, to introduce new technologies to library planning and programming. This is accomplished through workshops, publications and packages.

C. Area Level

COLORADO

Colorado State Library - Regional Library Service Systems

Contact Person: Anne Marie Falsone

Phone: (303) 892-2174

Address: Colorado State Library, Colorado Department of Education, 1362 Lincoln Street, Denver, Colorado 80203

Public, school, academic and special libraries are eligible. Regional Library Service System means an organization of public libraries established to provide cooperative interlibrary services within a designated geographical area. School, academic and special libraries may elect to participate in a System.

Funds appropriated by the Colorado General Assembly for Regional Library Service Systems are apportioned by the Colorado State Librarian or his designee and approved by the Colorado Board of Education.

OREGON

Southern Oregon Library Federation (SOLF)

Contact Person: John E. Purcell, President, SOLF

Phone: (503) 482-6445

Address: Southern Oregon State College Library,
Ashland, Oregon 97520

Public, school and academic libraries from Southern Oregon and No. California cooperate in sharing resources, developing guides to resources, improving interlibrary loan services and sponsoring in-service workshops for library personnel.

OREGON

Washington County Cooperative Library Services

Person: Donna Selle, Coordinator

Address: P. O. Box 5129, Aloha, Oregon 97005

This multitype cooperative is composed of all the libraries in Washington County, Oregon. It provides daily courier service and toll free calling. There is a union list of serials, and a union list of all holdings in the libraries is expected to be completed in June 1978. The Intermediate Education District's film library is available for public library use during the summer.

ILLINOIS

Illinois Regional Library Council

Contact Person: Beth A. Hamilton, Executive Director

Phone: (312) 828-0928; (312) 269-2993

Address: 425 North Michigan Avenue, Suite 1303,
Chicago, Illinois 60611

This multitype, multipurpose cooperative coordinates the activities of all types of libraries in the Chicago metropolitan area and sixteen counties in northern Illinois. It sponsors a reciprocal access program (Infopass) which permits patrons access to collections and services not usually available to the public. It issues publications listing information resources in the area and conditions under which they are accessible. It sponsors Datapass which allows members to have access to on-line searching services. It provides daily delivery service and acts as a clearninghouse for professional information and information on locations and collections. Shared cataloging is available. Daily delivery service is provided to member libraries. Schools are represented on governing Board.

CALIFORNIA

Cooperative Information Network (CIN)

Contact Person: Ronny Markoe, Coordinator

Phone: (415) 329-8287

Address: Room 205, Main Library, Stanford University Libraries, Stanford, California 94305

An intertype resource-sharing library project covering five counties and including schools and school districts and County Offices of Education. Makes materials of academic, business, public and technical libraries available to persons in counties served. Has sponsored telephones in school libraries where none previously existed. School libraries represented on the Board of Directors.

INDIANA

Indiana Library and Historical Board, Area Library Services Authorities (ALSA's)

Contact Person: Jean Josey

Phone: (317) 633-5440

Address: Indiana State Library, 140 North Seanta Avenue, Indianapolis, Indiana 46204

An Area Library Service Authority is a cooperative organization, composed of all types and sizes of libraries within an area, which enables member libraries to improve and expand services to patrons. The ALSA plans to encourage member libraries to improve their institutions through: 1. Quality of staff. 2. Quality of resources. 3. Quantity of resources. 4. Diversity of services.

It requires member libraries to meet the minimum standards of the appropriate certifying or accrediting agency for that type of library.

Members should provide at least minimum services within three years following establishment including: 1. Reference referral. 2. Interlibrary loan. 3. Continuing education of library staffs.

NEW JERSEY

Media Resources Referral Center

Contact Person: Robert Quist

Phone: (609) 267-9660

Address: Burlington County Library, Woodlane Road, Mt. Holly, New Jersey 08060

This is an LSCA-funded cooperative program activated by selected Burlington County libraries, including high school, public and county college libraries. It is designed to improve service by increasing resource sharing and decreasing delivery time. Participating libraries are linked by telephone and teletype service. There is a van delivery service.

WISCONSIN

Tri-County Library Council, Inc. (TLC)

Contact Person: Mary Alice Seemeyer, Coordinator

Phone: (414) 553-2617

Address: University of Wisconsin - Parkside Library,
267 Library Learning Center, Kenosha,
Wisconsin 53141

TLC coordinates cooperative activities among all types of libraries in Racine, Kenosha, and Walworth counties. Council programs are determined by area needs as identified by membership and approved by governing board. The primary goal is to assure for all area residents improved access to available information resources as a further step toward statewide library network development. TLC has published a directory of Libraries and Information Centers in Southeastern Wisconsin, introduced Infopass, compiled union list of serials, and provided continuing education workshops and seminars.

II. SPECIALIZED

A. Acquisitions

CALIFORNIA

Huntington Beach Information Network Cooperative (HBINC)

Contact Person: Walter W. Johnson, Director

Phone: (714) 894-1307

Address: Huntington Beach Library, Huntington, California

Cooperative purchase of films by public library and school districts. Van purchased for delivery system. Part-time personnel to maintain film and drive van. Film catalog developed.

NEW JERSEY

Bernardsville Library, N. J.

Contact Person: Gerri Burden

Phone: (201) 766-0118

Address: Bernardsville Public Library, 2 Morristown Road, Bernardsville, New Jersey 07924

Utilized an LSCA grant to purchase and share audiovisual materials among the public library and all the elementary schools, public and non public, of the community. The schools developed the audiovisual collection in the curriculum areas and the public library selected the literature.

WISCONSIN

University of Wisconsin-River Falls Tri-County Cooperative Film Library

Contact Person: Gretchen Krueger

Phone: (715) 425-3961

Address: Davee Library, Room 39, University of Wisconsin, River Falls, Wisconsin 54022

Serves a university and eleven area public school districts through cooperative purchase of films.

B. Central Cataloging and Processing

INDIANA

Gary Community School Corporation: Library Technical Services

Contact Person: William Wallace, Director of Media
Mrs. Oneka or Mrs. Seargent in Central Cataloging

Phone: (219) 886-6444

Address: 620 E. 10th Place, Gary, Indiana 46402

Cataloging and processing services are provided for the 45 schools in the Gary System (each with a librarian) and, when funding is available, service is provided for parochial schools as well. Books are ordered by individual librarians through the central office. The processing center has an OCLC terminal and cataloging is done with the terminal and by using traditional methods. Most nonprint materials are cataloged off (not on) the computer. The center places covers on books and pockets in books so that the books are sent to the schools shelf-ready. The center has been in operation for 30 years and a union catalog is provided which includes all libraries. The union catalog is used for an informal interlibrary loan system.

INDIANA

Vigo County School Corporation

Contact Person: Mrs. Georgia Cole

Phone: (812) 238-1488

Address: IMC, 1201 South 13th Street, Terre Haute, Indiana 47802

This center has had an OCLC center since May 1977. Committees are meeting to investigate other possibilities for using the terminal besides cataloging. This center's services have been extended to smaller neighboring school systems for the past four years. Cataloging services and other services which are paid for include the use of the Vigo County Film Library, the Selection Center, and the professional library. This center also serves the parochial schools.

MICHIGAN

Regional Processing Center for Southwest Michigan Region 12

Contact Person: Judith Steepleton

Phone: (616) 327-3081

Address: Portage Public Schools (suburb of Kalamazoo), P. O. Box 38, Portage, Michigan 49081

Contracted library work (cataloging) with Glen Oaks Community College in Centerville, Michigan and cataloging for State Technical School and Rehabilitation Center, Dalton, Michigan, Portage Public Library, and eleven elementary schools, five senior schools, the teacher's library, and a central audiovisual collection.

Note: Judith Steepleton is on a panel of the Michigan Library Association dealing with networking in the schools and has written an article on the subject which, while not yet published, should be available from her (or at least its citation) in the not too distant future.

UTAH

Utah State Library Commission

Contact Person: Amy Owen

Phone: (801) 533-5875

Address: 2150 South 3rd West, Suite 16, Salt Lake City, Utah 84115

The Commission's Technical Services Division has expanded its purchasing and processing service to include all public school media centers in the state.

C. Computerized Data Base

MARYLAND

Access DIALOG

Contact Person: Nancy Walker, Judy Kirsch, or Karen Dowling

Phone: (301) 279-3227 (Educational Materials Lab)

Address: Montgomery County Public Schools, 850 N. Hungerford Drive, Rockville, Maryland 20850

Serving public and community, these data bases (ERIC, New York Times and DIALOG) were secured with LSCA funds. Users for this data file include the public library system with its five branches, two branches of the Montgomery County Community College and all employees in the school system. For more information see the Fall Issue of School Media Quarterly, Fall, 1977.

D. Delivery Systems

INDIANA

Northwest Indiana Area Library Services Authorities (NIALSA)

Contact Person: Gail Birdcell, Executive Director (NIALSA)

Phone: (219) 926-1146

Address: Westchester Public Library,
Chestertown, Indiana 46368

Uses UPS and U. S. Mail. If material is in area, it is delivered by UPS. Materials beyond area are delivered by U. S. Mail.

NEW JERSEY

Media Reference Referral Center

Contact Person: Arabelle Pennypacker

Phone: (609) 654-5111

Address: Lenape Regional High School District, Medford, New Jersey 08055

A horizontal, county-wide system linking the high school district, community college, public library and area reference libraries in a speedy delivery system. Linked by phone and TWX. LSCA funded.

E. Film Evaluation

NEW YORK

Northeastern BOCES Consortium

Contact Person: Erik M. Jager, Director of Instructional Communications

Phone: (518) 793-7721

Address: BOCES Communications Center, 123 Broadway, Ft. Edward, New York 12828

Six regional Boards of Cooperative Educational Services (BOCES) share teacher preview evaluation reports of films thereby providing a larger base of information for film library directors to draw upon when deciding on future film purchases.

F. Production

NEW JERSEY

Hillsborough Public Library and Hillsborough Public Schools, N. J.

Contact Person: Sheila Berklehammer, Librarian

Phone: (201) 874-4200

Address: Hillsborough High School, Homestead Road, R.D. # 1, Belle Mead, New Jersey 08502

Utilized an LSCA grant to establish a community-wide videotaping capability to produce a varied collection of video tapes to be used in the schools at all suitable levels and by community groups with the dual purpose of education and recreation for all segments of the community.

ILLINOIS

School Community Resource Center. Community Unit School District # 200, Wheaton-Warrensville School District

School Community Resource Center

Contact Person: Alda Young

Phone: (312) 682-2195

Address: 315 S. Main Street, Wheaton, Illinois 60187

A school-community resource center serving the school and residents of the community, providing access to a photography laboratory, TV studio, audio facilities, and a library of educational materials, staffed by trained personnel.

G. Selection

MARYLAND

Review and Evaluation Center

Contact Person: Rose R. Cardamone, Media Specialist

Phone: (301) 224-7532

Address: Review and Evaluation Center, Anne Arundel County Public Schools, Annapolis, Maryland 21401

Displays current instructional materials for evaluation by actual examination before purchase. Includes textbooks, 16 mm films, trade books and nonprint materials for K-12 students. Evaluation workshops or inservice programs are available.

H. Serials Cooperative

MICHIGAN

Berrien County Consortium

Contact Person: William Hessel, Dean of Library and Resource Center

Phone: (616) 927-3571

Address: Lake Michigan College, Benton Harbor, Michigan 49022

Union list of serials for academic, special, public and schools in the county and Covert Township.

I. Shared Specialized Resources

NEW YORK

BOCES--Board of Cooperative Educational Services

Contact Person: Patricia Mautino, Director, Curriculum Resource Center

Phone: (315) 963-7251

Address: Oswego County Board of Cooperative Educational Services, Mexico, New York 13114

Of five service levels (school, district, area, state, national) BOCES is area level. Most clients are the teaching staffs, but administrators and local community groups (etc.) can also receive services. Access is provided to 16 mm film libraries, media kits, microforms, filmstrips, other A-V materials. Also technical services are provided for repair and maintenance. Instructional television (off air reception/distribution) is available. Inservice instruction, research/reference services are provided for educators. Wide use is made of ERIC data-base and of consultation/program development. Materials are delivered directly to school or district.

NOTE: In Wisconsin and some other states similar agencies are known as Cooperative Educational Service Agencies (CESA's).

NEW YORK

Rockland Community College Library and Interagency Cooperation

Contact Person:	Vasyl Luchkiw, Director of Library Services	BOCES Robin Wilkins
Phone:	(914) 356-4650	(914) 623-3828
Address:	145 College Road, Suffern, N. Y. 10901	61 Parrot Road West Nyack, N. Y. 10994

The library-media center at Rockland Community College houses the Board of Cooperative Educational Services (BOCES) communication media service as well as the college's audiovisual service. It serves the eight county school districts and the college. Services include a film library (3,000 titles), reading resources center, materials production, and communications media planning and development.

APPENDIX C

DEFINITIONS

The following terms are defined as they are used in this document:

Area or Area Level

A subdivision within a state, usually including more than one municipality or school district.

Board of Education

The elected or appointed body which has been vested with responsibilities for authorizing, financing, and evaluating the educational activities in a given school system, school, or geographic area.

Board of Cooperative Educational Services (BOCES)

Area level educational services agencies in the State of New York made up of school districts that combine their resources and share needed services and programs in order to achieve more effective and economical results than would be obtained singly. Services such as specialized classes for handicapped children, occupational education, data processing, library and book purchasing, audiovisual materials production and equipment repair are offered. Administrative costs are shared by all component districts. Program costs are financed through district contracts. There are currently 44 BOCES throughout the state.

Consortium

A formal association of libraries and other organizations, having the same or interrelated service objectives.

Cooperative Educational Service Agency (CESA)

Area level agencies like BOCES, above, established by state law to serve public school districts by providing services at a reasonable cost through cooperation on a voluntary contractual basis. CESA's generally receive state funds for administrative purposes.

Data Base

File of bibliographic or other information recorded on magnetic tape or disc for computer processing.

District (or *school district)*

A local basic administration unit existing primarily to operate schools, public or nonpublic, or to contract for school services. A district may or may not be coterminous with the county, city or town boundaries and may be identified by such terms as school system, basic administrative unit, local school system, or local education agency (LEA).

Information

Facts and other recorded knowledge found in books, periodicals, newspapers, reports, audiovisual formats, magnetic tapes, data bases, and other media.

Immediate Recommendation

A recommended course of action which can be concluded within the span of one or two years.

Inservice Training or *Inservice Education*

A program of systematized activities promoted, directed or approved by an agency, contributing to growth in the professional or occupational competence of staff members during the time of their service to the agency.

Interlibrary Cooperation

Informal agreements between or among libraries to participate jointly in a specific process or service for mutual benefit.

Intermediate Recommendation

A recommended course of action which can be concluded within three to five years.

Local Education Agency (LEA)

A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other

political subdivision of a state, or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. This term is used synonymously with the terms "school district" and "school system."

Network (or *Library Network*)

Two or more libraries and/or other organizations engaged in a common pattern of information exchange, through communications, for some functional purpose. A network usually consists of a formal arrangement whereby materials, information and services provided by a variety of types of libraries and/or other organizations are made available to all potential users. Libraries may be in different jurisdictions but agree to serve one another on the same basis as each serves its own constituents. Computers and telecommunications may be among the tools used for facilitating communications among them.

Preservice Training or *Preservice Education*

That training or education which occurs before initial job entry. (See *Inservice Training.*)

Primary Clientele

A particular group of library users with specialized requirements for library and information service.

Private Sector

Organizations not directly tax supported. Includes profit making companies and not-for-profit institutions, which produce, process, store or disseminate information.

Region

As used here *Region* refers to a territory including a number of states, whereas *area* refers to a subdivision within a single state.

School Library Media Center

An area or system of areas in the school where a full range of printed and audiovisual material, associated equipment, and services from library media staff are available to students, school personnel, and the school community.

School Library Media Specialist

A person with appropriate certification and broad professional preparation in education, library science, and instructional technology.

School Library Media Program

The complete range of operations and services associated with the selection, acquisition, organization, and use of informational resources in the school.

State

A term that applies to the 50 states of the United States of America, outlying areas, the Trust Territory of the Pacific Islands, and the District of Columbia.

State Department of Education (State Department of Public Instruction)

An organization, composed of the chief executive officer (Chief State School Officer) and staff, that exists to conduct the work delegated to it by law.

State Education Agency (SEA)

The organization established by law for the primary purpose of carrying out at least a part of the educational responsibilities of the state. It is characterized by having statewide jurisdiction and may be composed of a state board, chief executive officer, and staff. Some state education agencies may lack one or two of these three elements, but in any case there may be either a board or a chief executive officer. Generally this term is synonymous with State Department of Education or Public Instruction.

State Library Agency (SLA)

The official agency of a state charged by the law of that state with the extension and development of public (and sometimes school and academic) library services throughout the state.

System

An organization of people, machines, material resources and procedures, designed to accomplish a given purpose. A system may exist within a library as information activity, or it may exist when two or more

library or information agencies agree to participate in a common service program utilizing their resources.

User

Any individual or group with a desire to use libraries and information facilities.

U.S. GOVERNMENT PRINTING OFFICE : 1976—[illegible]